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Cap 2

JOB INSTRUCTION TRAINING

Summary of the 2-Hour Appreciation Session

Prepared for those who have participated
in the 10-hour course

For the personal use of

The appreciation session of JIT is a complete description and demonstration of correct instruction. Those who hear and see this demonstration should have a clear idea of how to teach a man to do a job. Those who have participated in the 10-hour course have had an additional chance to practice and use the method on a job of their own. The JIT institute provides training in how to conduct a 10-hour course. This summary is for the use of those who have had only the 10-hour course, but who wish to explain correct instruction to others.

Outline for a 2-Hour JIT Appreciation Session

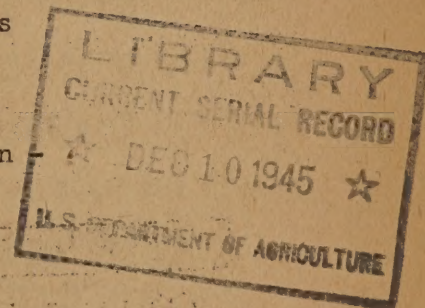
Introduction - What is job instruction, its
origin, use and application to this
particular group.

Demonstration of poor and good instruction -
using fire underwriter's knot.

Four steps in good instruction.

Job breakdowns - selecting the steps and key
points that must be taught if the
worker is to learn.

Application of correct instruction to a job
familiar to the group.



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THE INTRODUCTION

Be sure that the group is arranged so that they can see and hear easily.

The first step in correct instruction is to prepare the worker. Establish a friendly attitude, tell him what you are going to do, find out what he knows about it, and get him interested in learning more.

Rework all ideas into your own words using personal and local illustrations but try to include the following:

1. Job instruction training is: How to get a man to do a job - correctly, quickly, conscientiously.
2. When the war broke we had to produce overnight what it had taken the Axis 10 years to make. Millions of new workers had to be trained and there was no time to lose, no material to spoil, no people to get hurt.

So the principles of job instruction first developed and used during World War I by various industrial companies were loaned to the War Manpower Commission. The present condensed training plan was worked out by training leaders in industry and vocational education. Although developed primarily for industry it has equal application to training people for jobs in agriculture, office and home.

Supply illustrations to fit the interests of the group.

Job instruction training is not revolutionary. Even its originators define it as just organized common sense. It merely takes the things most anyone knows and organizes them so that we won't forget or overlook them. It forces us, the trainer, to look at the job from the viewpoint of the learner, and reminds us of the many familiar steps and skills that the new worker must be taught if he is to do the job correctly.

One thing more - the trainer is the boss. He decides how the job is to be done. There may be better ways to do it but job instruction is concerned only with training a man to do it your way.

THE DEMONSTRATION

Now how do we teach a man to do a job? By telling? That's right. By showing? Right also. Let's use those two methods to train a man. The job we will use today is the tying of a fire underwriter's knot. Many other jobs would do as well, but we will use this as an example because it is short, simple, and unfamiliar to most of us.

The following outline will call to your attention the procedure to follow, the type of questions to raise, and the kind of statements to make in connection with telling only, showing only, and correct instruction, including a detailed description of how to tie the fire underwriter's knot. A few short pieces of ordinary twisted lamp cord are needed for this demonstration.

Telling only

Have you ever tied an underwriter's knot? Ask a person on your right.

I would like you to tie that knot for me. I'll tell you how.

Listen closely. The following must be memorized.

1. Take a piece of ordinary twisted lamp cord.
2. Hold it vertically with your left hand, between the thumb and first finger, six inches from the end.
3. Untwist the loose ends, forming a V.
4. Straighten the loose ends between the thumb and first finger of the right hand.
5. Hold the wire at the beginning of the V.
6. Take the right hand loose end with the right hand, making a right hand loop, bringing the loose end across in front of the main strand.
7. See that this loop is about one-inch in diameter and the stub protrudes to the left of the main strand about two inches.
8. Hold the wire at the junction of the loop and the main strand.

9. Take the other loose end with your right hand.
10. Make a left hand loop. To make this loop, pull the loose end toward you, pass it underneath the stub, behind the main strand.
11. Pass the loose end through the right hand loop, from the back to the front.
12. Hold the ends evenly between the thumb and first finger of the right hand.
13. Pull the knot taut, shaping it between the thumb and first finger of the left hand as it is pulled taut.

Take cord from pocket, hand to member and ask him to tie it. After he tries (and fails) take cord, twist loose ends together, lay on table.

Thank you for trying. Was it his fault or mine?

Telling alone is not enough. Much of our instruction is telling.

Thousands of workers are being told at this moment.

Many jobs are difficult - too complicated to describe in words. Few of us can use the exact words necessary, anyhow.

Things we don't understand seem complicated when listening to words alone.

If the worker hasn't learned, the instructor hasn't taught.

Showing only

Showing is another method. Let's try that.

Do you know how to tie the knot? Ask a person on your left.

I would like you to tie it for me. I'll show you how. Watch closely.

Take cord from table and tie knot. Hand him another cord from your pocket. When he fails, take cord, twist into shape again, lay on table. (If he ties it, compliment him, and at once hand the cord to another.)

Thank you for trying. Was it his fault or mine?

Showing only is not good instruction.

He saw knot tied backwards. Most people don't "get it."

We copy motions without understanding. Many motions are hard to

We can't translate what we see into what we should do.

Again - If the worker hasn't learned the instructor hasn't taught.

Correct instruction

Men can learn their jobs with enough telling or showing.

These are not sure and dependable methods.

There is a sure-fire method that really works.

We are going to take a look at this sure-fire method.

Select a member and explain the setting. (A person on the right.)

I will be the foreman in an electrical shop.

He has been working in the yard.

He has been promoted to the electrical shop.

He is going to learn to assemble electrical equipment and the first thing he is to learn is the tying of the fire underwriter's knot.

Note the method of instruction, not job of tying knot.

Put on the demonstration in correct instruction. This must be done naturally and ad. lib., keeping in mind that everything you do will be needed later in explaining the four-step procedure. Do not hurry. Watch for the little details that can mean so much in good instruction. Practice this demonstration ahead of time.

THE FOUR STEPS

Following the demonstration in correct instruction draw from the group and put on blackboard the things you did in putting on your demonstration. Get down the details of Step 1 and then label it Prepare the Worker. Do the same for the other 3 steps.

Pass out a card or folder and review briefly the 4-step procedure. Tell them the card or folder is for them to keep and use.

Following these four steps of good instruction will: save time -
make work safer - reduce breakage - avoid waste - improve quality.

How To Instruct

Step 1. Prepare the worker

- Put him at ease - get his complete attention
- Explain what the job is - why it needs to be done
- Find out what he already knows about the job
- Get him interested in wanting to do it right
- Have him stand beside you facing the job

Step 2. Present the job

- Go over the job one step at a time
- Tell, show, and explain each step
- Stress the key points - those things that will
improve quality, prevent accidents, make work
easier
- Don't try to cover too much at one time

Step 3. Try out performance

- Have him do the job for you
- Have him show you and tell you why each step is done
- Have him explain the key points
- Ask him questions and correct any errors
- Continue until you know that he knows

Step 4. Follow up

- Put him on his own
- Tell him to whom he should go for help
- Encourage him to ask questions about his work
- Keep in touch with what he is doing
- Be ready to help

THE JOB BREAKDOWN

A job breakdown gives a clear picture of what you are going to teach. It is a note from yourself to yourself to help organize your thoughts and insure against omissions. It is necessary because:

1. We think we know a job when we really don't, or
2. We know it so well that we overlook the points that stump the new worker, or
3. We think we know it so well that we don't plan how to put it over to another.

These weaknesses, unfortunately, are almost universal.

In Step 2 you noticed "One step at a time" and "Stress key points." Those steps and key points are the things the learner has to learn. Let's break down this fire underwriter's knot into steps and key points.

Use the blackboard to record the job breakdown for the underwriter's knot, as the group develops it. In the absence of a blackboard, think through the job breakdown with them, demonstrating it slowly step by step, point by point, with the lamp cord. Have them tell you the principal steps and the key points. Be sure that they know what a principal step is and what a key point is.

Job Breakdown for Tying Fire Underwriter's Knot

Important Steps	Key Points
Any part of the operation when something happens to advance the work	Anything that might make or break the job, injure the worker, or make the work easier
1. Untwist and straighten	six inches
2. Make right hand loop	in front of main strand
3. Make left hand loop	toward - under - behind
4. Put end through loop	from back to front
5. Pull taut	ends even - knot snug

THE APPLICATION

In order to make the total demonstration effective, the principles brought out through correct instruction on the underwriter's knot should also be applied to some farm, home, or office job. The job you used in the practice period of the 10-hour course will usually serve this purpose. It should be a practical job of interest to the group, and one that can easily be demonstrated in the meeting place.

Tell the group that you have this training job to do tomorrow and then monologue the job breakdown as you do the job, writing the steps and key points on the blackboard as you develop them. Call up another learner and put on correct instruction, using the four steps and the breakdown that is still before the group on the blackboard.

Conclude the meeting by commenting briefly on the points brought out on the back of the card or folder in regard to what needs to be done in preparation for a new worker.

If time permits there should be further group participation in making job breakdowns and a discussion of their importance.

If the meeting is to be followed by a practice period at a later date, instructions should be given in regard to it.